

#1  **STOP AND DO**

What are some strategies to combat the challenges of asynchronous learning?

#2  **STOP AND DO**

What types of videos (or audio) can be used for asynchronous learning?



#3 STOP AND DO

How can you infuse discussion in asynchronous learning?

| Discussion Type | Examples |
|-----------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |



| Explore | Explain | Apply |
|--|---|--|
| <ul style="list-style-type: none"> • Discovering • Questioning • Gathering • Identifying • Navigating • Responding | <ul style="list-style-type: none"> • Teach • Fill in the gaps • Tie information together • Provide information that is complex • Help organize information | <ul style="list-style-type: none"> • Students TAKE what they learned and APPLY it to activity <ul style="list-style-type: none"> • Project • Creation • Response • Experiment • Data collection |
| <ul style="list-style-type: none"> • Set expectations • Ask guiding questions • Provide space and opportunities for recording • Provide options for collecting | <ul style="list-style-type: none"> • Set-up frameworks for organization • Provide opportunities for questions • Encourage conversation • Allow for collaboration | <ul style="list-style-type: none"> • Set clear expectations for application activity • Provide evaluation tool at onset • Create cycle for feedback |

Where will you use Explore-Explain-Apply to boost asynchronous instruction?

#5  **STOP AND DO**

How can you provide a variety of work styles for students in asynchronous instruction?




#6  **STOP AND DO**


What will your choice board look like?

| | | |
|--|--|--|
| | | |
| | | |

Helpful Slides:

Remote Instructional Methods

| Synchronous | Asynchronous | Independent |
|--|---|--|
|  |  |  |
| <ul style="list-style-type: none"> • Live video • Offers opportunity for interaction • Assess in real time • Class time is set | <ul style="list-style-type: none"> • Recorded video • Students can pause & re-watch • No feedback during class • Class time is flexible | <ul style="list-style-type: none"> • Self-paced • Low-tech and equitable • Assessment & feedback • Work time is flexible |


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Complete

RESPOND TO





Listen to

1

3

5


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| 1. Open Work Room | 2. Quiet Work Room | 3. Teacher Support Room | 4. Independent Work Room |
|---|--|--|---|
| I want to talk to other students about today's work. In this room, we will collaborate and discuss. | I want to work quietly with other students. In this room, we will use the chat feature to collaborate and discuss. | I want to be in the room with the teacher to get support. In this room, our teacher will support me. | I want to work quietly and independently by myself. In this room, it will stay quiet. |
|  |  |  |  |

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Workstations

| Teacher Led | Online Station | Offline Station | Extension |
|--|-------------------------|--|--|
| Small group instruction with Mrs. Jump | Online computer program | Complete independent work from workstation | Additional relevant work to build skills and understanding |

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Book Review Choice Board



RECORD a Book Review Podcast



RECORD a Book Trailer Video



WRITE a Book Review Blog

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To demonstrate your understanding, choose one or more activities below.

| | | |
|--|--|---|
| Develop a timeline. Highlight connections between events. | Summarize the information in a 90-second infomercial. Use props or backgrounds to support. | Write a series of diary entries from a specific point of view. |
| Design a quiz that asks peers no less than 10 questions that go beyond recall of simple facts. | Identify 5 vocabulary words needed to understand. Design a method to remember them. | Take a strong stand against or for. Create messaging to persuade others. |
| Create a series of charts that tell a story. Include pertinent information for the reader. | Sketch. Ensure that the observer learns at least 5 worthwhile things from your sketch. | A poem, a song, a jingle...be creative and share knowledge through words. |

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